

Washington Center Special

2 Betty Spencer Drive
Greenville, South Carolina 29607

Grades	K-12 Middle School	
Enrollment	112 Students	
Principal	Ann T. Poole	864-355-0250
Superintendent	Phinnize J. Fisher, Ed.D.	864-241-3456
Board Chair	Charles J. Saylor	864-322-9053

The State of South Carolina

Annual School
Report Card

2005

ABSOLUTE RATING

N/A

Absolute Ratings of Middle Schools with Students like Ours

Excellent	Good	Average	Below Average	Unsatisfactory
N/A	N/A	N/A	N/A	N/A

IMPROVEMENT RATING

N/A

ADEQUATE YEARLY PROGRESS

YES

This school met 6 out of 6 objectives. The objectives included performance and participation of students in various groups.

Definition: As required by the United States Department of Education, Adequate Yearly Progress specifies that the statewide target is met for All Students and for the following subgroups: Racial/Ethnic, Subsidized Meals, Disability, and Limited English Proficiency.

SOUTH CAROLINA PERFORMANCE GOAL

By 2010, South Carolina's student achievement will be ranked in the top half of the states nationally. To achieve this goal, we must become one of the fastest improving systems in the country.

PERFORMANCE TRENDS OVER 4-YEAR PERIOD

	Absolute Rating	Improvement Rating	Adequate Yearly Progress
2002	N/A	N/A	N/A
2003	N/A	N/A	N/A
2004	N/A	N/A	No
2005	N/A	N/A	Yes

DEFINITIONS OF SCHOOL RATING TERMS

- Excellent – School performance substantially exceeds the standards for progress toward the 2010 SC Performance Goal
- Good – School performance exceeds the standards for progress toward the 2010 SC Performance Goal
- Average – School performance meets the standards for progress toward the 2010 SC Performance Goal
- Below Average – School is in jeopardy of not meeting the standards for progress toward the 2010 SC Performance Goal
- Unsatisfactory – School performance fails to meet the standards for progress toward the 2010 SC Performance Goal

PERCENT OF STUDENT RECORDS MATCHED FOR PURPOSES OF COMPUTING IMPROVEMENT RATING





Percent of students tested in 2004–05 whose 2003–04 test scores were located.

100.0%

PALMETTO ACHIEVEMENT CHALLENGE TESTS (PACT)English/Language ArtsMathematicsScienceSocial Studies

Our School

Middle Schools with Students like Ours**Definition of Critical Terms**

	Advanced	Very high score; very well prepared to work at next grade level; exceeded expectations
	Proficient	Well prepared to work at next grade level; met expectations
	Basic	Met standards; minimally prepared, can go to next grade level
	Below Basic	Did not meet standards; must have an academic assistance plan; the local board policy determines progress to the next grade level

Abbreviations for Missing Data

N/A Not Applicable N/AV Not Available N/C Not Collected N/R Not Reported I/S Insufficient Sample

PACT PERFORMANCE BY GROUP

	<i>Enrollment 1st Day of Testing</i>	<i>% Tested</i>	<i>% Below Basic</i>	<i>% Basic</i>	<i>% Proficient</i>	<i>% Advanced</i>	<i>% Proficient and Advanced (adj.)</i>	<i>Performance Objective Met</i>	<i>Participation Objective Met</i>
English/Language Arts – State Performance Objective = 38.2%									
All Students	41	100.0	10.3	10.3	25.6	53.8	79.5	Yes	Yes
Gender									
Male	26	100.0	8.0	4.0	32.0	56.0	88.0		
Female	15	100.0	14.3	21.4	14.3	50.0	64.3		
Racial/Ethnic Group									
White	25	100.0	8.0	4.0	28.0	60.0	88.0	I/S	I/S
African American	15	100.0	14.3	21.4	21.4	42.9	64.3	I/S	I/S
Asian/Pacific Islander	N/A	N/A	N/A	N/A	N/A	N/A	N/A	I/S	I/S
Hispanic	1	100.0	N/A	N/A	N/A	N/A	N/A	I/S	I/S
American Indian/Alaskan	N/A	N/A	N/A	N/A	N/A	N/A	N/A	I/S	I/S
Disability Status									
Not Disabled	N/A	N/A	N/A	N/A	N/A	N/A	N/A		
Disabled	41	100.0	10.3	10.3	25.6	53.8	79.5	I/S	Yes
Migrant Status									
Migrant	N/A	N/A	N/A	N/A	N/A	N/A	N/A		
Non-Migrant	41	100.0	10.3	10.3	25.6	53.8	79.5		
English Proficiency									
Limited English Proficient	N/A	N/A	N/A	N/A	N/A	N/A	N/A	I/S	I/S
Non-Limited English Proficient	41	100.0	10.3	10.3	25.6	53.8	79.5		
Socio-Economic Status									
Subsidized meals	24	100.0	13.6	9.1	31.8	45.5	77.3	I/S	I/S
Full-pay meals	17	100.0	5.9	11.8	17.6	64.7	82.4		

Mathematics – State Performance Objective = 36.7%									
All Students	41	100.0	2.6	12.8	30.8	53.8	84.6	Yes	Yes
Gender									
Male	26	100.0	4.0	12.0	28.0	56.0	84.0		
Female	15	100.0	0.0	14.3	35.7	50.0	85.7		
Racial/Ethnic Group									
White	25	100.0	4.0	12.0	24.0	60.0	84.0	I/S	I/S
African American	15	100.0	0.0	14.3	42.9	42.9	85.7	I/S	I/S
Asian/Pacific Islander	N/A	N/A	N/A	N/A	N/A	N/A	N/A	I/S	I/S
Hispanic	1	100.0	N/A	N/A	N/A	N/A	N/A	I/S	I/S
American Indian/Alaskan	N/A	N/A	N/A	N/A	N/A	N/A	N/A	I/S	I/S
Disability Status									
Not Disabled	N/A	N/A	N/A	N/A	N/A	N/A	N/A		
Disabled	41	100.0	2.6	12.8	30.8	53.8	84.6	I/S	Yes
Migrant Status									
Migrant	N/A	N/A	N/A	N/A	N/A	N/A	N/A		
Non-Migrant	41	100.0	2.6	12.8	30.8	53.8	84.6		
English Proficiency									
Limited English Proficient	N/A	N/A	N/A	N/A	N/A	N/A	N/A	I/S	I/S
Non-Limited English Proficient	41	100.0	2.6	12.8	30.8	53.8	84.6		
Socio-Economic Status									
Subsidized meals	24	100.0	4.5	9.1	31.8	54.5	86.4	I/S	I/S
Full-pay meals	17	100.0	0.0	17.6	29.4	52.9	82.4		

Abbreviations for Missing Data

N/A Not Applicable **N/AV** Not Available **N/C** Not Collected **N/R** Not Reported **I/S** Insufficient Sample

PACT PERFORMANCE BY GROUP

	<i>Enrollment 1st Day of Testing</i>	<i>% Tested</i>	<i>% Below Basic</i>	<i>% Basic</i>	<i>% Proficient</i>	<i>% Advanced</i>	<i>% Proficient and Advanced</i>
Science							
All Students	41	100.0	7.7	23.1	25.6	43.6	69.2
Gender							
Male	26	100.0	8.0	16.0	36.0	40.0	76.0
Female	15	100.0	7.1	35.7	7.1	50.0	57.1
Racial/Ethnic Group							
White	25	100.0	8.0	28.0	20.0	44.0	64.0
African American	15	100.0	7.1	14.3	35.7	42.9	78.6
Asian/Pacific Islander	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Hispanic	1	100.0	N/A	N/A	N/A	N/A	N/A
American Indian/Alaskan	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Disability Status							
Not Disabled	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Disabled	41	100.0	7.7	23.1	25.6	43.6	69.2
Migrant Status							
Migrant	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Non-Migrant	41	100.0	7.7	23.1	25.6	43.6	69.2
English Proficiency							
Limited English Proficient	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Non-Limited English Proficient	41	100.0	7.7	23.1	25.6	43.6	69.2
Socio-Economic Status							
Subsidized meals	24	100.0	13.6	13.6	31.8	40.9	72.7
Full-pay meals	17	100.0	0.0	35.3	17.6	47.1	64.7

Social Studies							
All Students	41	100.0	7.7	28.2	12.8	51.3	64.1
Gender							
Male	26	100.0	8.0	28.0	12.0	52.0	64.0
Female	15	100.0	7.1	28.6	14.3	50.0	64.3
Racial/Ethnic Group							
White	25	100.0	8.0	16.0	16.0	60.0	76.0
African American	15	100.0	7.1	50.0	7.1	35.7	42.9
Asian/Pacific Islander	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Hispanic	1	100.0	N/A	N/A	N/A	N/A	N/A
American Indian/Alaskan	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Disability Status							
Not Disabled	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Disabled	41	100.0	7.7	28.2	12.8	51.3	64.1
Migrant Status							
Migrant	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Non-Migrant	41	100.0	7.7	28.2	12.8	51.3	64.1
English Proficiency							
Limited English Proficient	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Non-Limited English Proficient	41	100.0	7.7	28.2	12.8	51.3	64.1
Socio-Economic Status							
Subsidized meals	24	100.0	13.6	22.7	9.1	54.5	63.6
Full-pay meals	17	100.0	0.0	35.3	17.6	47.1	64.7

Abbreviations for Missing Data

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PACT PERFORMANCE BY GRADE LEVEL

	Grade	Enrollment 1 st Day of Testing	% Tested	% Below Basic	% Basic	% Proficient	% Advanced	% Proficient and Advanced
English/Language Arts								
2004	3	9	100.0	N/A	N/A	N/A	N/A	N/A
	4	2	100.0	N/A	N/A	N/A	N/A	N/A
	5	7	100.0	N/A	N/A	N/A	N/A	N/A
	6	9	100.0	N/A	N/A	N/A	N/A	N/A
	7	6	100.0	N/A	N/A	N/A	N/A	N/A
	8	7	100.0	N/A	N/A	N/A	N/A	N/A
2005	3	7	100.0	N/A	N/A	N/A	N/A	N/A
	4	10	100.0	N/A	N/A	N/A	N/A	N/A
	5	1	100.0	N/A	N/A	N/A	N/A	N/A
	6	8	100.0	N/A	N/A	N/A	N/A	N/A
	7	7	100.0	N/A	N/A	N/A	N/A	N/A
	8	8	100.0	N/A	N/A	N/A	N/A	N/A
Mathematics								
2004	3	9	100.0	N/A	N/A	N/A	N/A	N/A
	4	2	100.0	N/A	N/A	N/A	N/A	N/A
	5	7	100.0	N/A	N/A	N/A	N/A	N/A
	6	9	100.0	N/A	N/A	N/A	N/A	N/A
	7	6	100.0	N/A	N/A	N/A	N/A	N/A
	8	7	100.0	N/A	N/A	N/A	N/A	N/A
2005	3	7	100.0	N/A	N/A	N/A	N/A	N/A
	4	10	100.0	N/A	N/A	N/A	N/A	N/A
	5	1	100.0	N/A	N/A	N/A	N/A	N/A
	6	8	100.0	N/A	N/A	N/A	N/A	N/A
	7	7	100.0	N/A	N/A	N/A	N/A	N/A
	8	8	100.0	N/A	N/A	N/A	N/A	N/A
Science								
2004	3							
	4							
	5							
	6							
	7							
	8							
2005	3	7	100.0	N/A	N/A	N/A	N/A	N/A
	4	10	100.0	N/A	N/A	N/A	N/A	N/A
	5	1	100.0	N/A	N/A	N/A	N/A	N/A
	6	8	100.0	N/A	N/A	N/A	N/A	N/A
	7	7	100.0	N/A	N/A	N/A	N/A	N/A
	8	8	100.0	N/A	N/A	N/A	N/A	N/A
Social Studies								
2004	3							
	4							
	5							
	6							
	7							
	8							
2005	3	7	100.0	N/A	N/A	N/A	N/A	N/A
	4	10	100.0	N/A	N/A	N/A	N/A	N/A
	5	1	100.0	N/A	N/A	N/A	N/A	N/A
	6	8	100.0	N/A	N/A	N/A	N/A	N/A
	7	7	100.0	N/A	N/A	N/A	N/A	N/A
	8	8	100.0	N/A	N/A	N/A	N/A	N/A

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SCHOOL PROFILE

	Our School	Change from Last Year	Middle Schools with Students Like Ours	Median Middle School
Students (n= 112)				
Students enrolled in high school credit courses (grades 7 & 8)	0.0%	No change	8.0%	15.5%
Retention rate	22.6%	Up from 11.0%	5.0%	3.0%
Attendance rate	88.5%	Down from 89.7%	95.1%	95.8%
Students with disabilities other than speech taking PACT (ELA) off grade level	0.0%	No change	7.4%	4.7%
Students with disabilities other than speech taking PACT (Math) off grade level	0.0%	No change	6.9%	4.6%
Eligible for gifted and talented	0.0%	No change	6.7%	15.3%
On academic plans	N/AV	N/AV	N/A	N/AV
On academic probation	N/AV	N/AV	N/A	N/AV
With disabilities other than speech	100.0%	No change	15.3%	13.6%
Older than usual for grade	22.3%	Up from 19.3%	8.6%	4.6%
Out-of-school suspensions or expulsions for violent &/or criminal offenses	0.0%	No change	1.2%	0.8%
Annual dropout rate	0.0%	No change	0.0%	0.0%
Teachers (n= 23)				
Teachers with advanced degrees	47.8%	No change	48.3%	51.8%
Continuing contract teachers	82.6%	No change	66.7%	78.1%
Highly qualified teachers	90.9%	Down from 95.0%	89.2%	89.6%
Teachers with emergency or provisional certificates	0.0%	Down from 10.5%	11.4%	6.0%
Teachers returning from previous year	91.3%	Up from 89.2%	76.9%	85.4%
Teacher attendance rate	91.5%	Down from 94.6%	94.7%	94.9%
Average teacher salary	\$44,282	Up 4.5%	\$39,915	\$41,328
Prof. development days/teacher	12.1 days	Up from 11.2 days	10.6 days	11.5 days
School				
Principal's years at school	8.0	Up from 7.0	3.0	3.0
Student-teacher ratio in core subjects	5.0 to 1	Down from 7.0 to 1	18.6 to 1	21.3 to 1
Prime instructional time	78.5%	Down from 83.1%	87.6%	89.3%
Dollars spent per pupil*	\$19,938	Down 9.7%	\$7,065	\$6,022
Percent of expenditures for teacher salaries*	64.9%	Up from 63.9%	61.0%	61.7%
Opportunities in the arts	Good	No change	Good	Good
Parents attending conferences	95.6%	Up from 87.4%	88.6%	96.1%
SACS accreditation	No	No change	Yes	Yes
Character development program	Excellent	No change	Good	Good
* Prior year audited financial data are reported.				
	Our District		State	
Highly qualified teachers in low poverty schools	92.8%		89.4%	
Highly qualified teachers in high poverty schools	95.5%		90.1%	
	State Objective		Met State Objective	
Highly qualified teachers in this school	65.0%		Yes	
Student attendance in this school	95.3%		No	

Abbreviations for Missing Data

N/A Not Applicable **N/AV** Not Available **N/C** Not Collected **N/R** Not Reported **I/S** Insufficient Sample

REPORT OF PRINCIPAL AND SCHOOL IMPROVEMENT COUNCIL

Washington Center, located in Greenville, South Carolina, is a separate school that serves students district-wide who have moderate and severe mental disabilities. Most of the students have concurrent disabilities such as blindness, deafness, speech deficits, motor impairments, physical disabilities, etc. Students are served from throughout the district and special transportation is provided. Staffing committees that are comprised of parents, administrators, classroom teachers, therapists, psychologists and other individuals perceived to have knowledge of the educational needs of students, develop individualized educational programs and make recommendations for placement at Washington Center.

Students in grades K through 12, ages 5 to 21, attend Washington Center. During the school year, 2004-05, Washington Center served 114 students with 17 classroom teachers, 1 homebound teacher and 41 para-educators. Support staff include a work adjustment specialist and a daily living instructor, as well as art, music and adapted physical education teachers, three administrators, a media specialist, physical, occupational and speech therapists, office personnel, custodial and cafeteria staff, a registered nurse, two licensed practitioners and an orderly. Vision and hearing services are available on an itinerant basis for qualifying students. The physical facility housing Washington Center has 17 classrooms, a multi-sensory room, a gymnasium, a library, art and music classrooms, a hortitherapy center and greenhouse, a daily living classroom and apartment, and a speech lab. Students have access to the State Curriculum through the PACT-Alternate and High School-Alternate Assessments.

The school offers many specialized programs, the Mobility Opportunities Via Education (M.O.V.E.), a comprehensive augmentative communication and assistive technology program, a hortitherapy and daily living program. Adapted Physical Education is also offered. All programs are tailored to meet individual needs. Staff believes that "Those You Think Cannot...Can!" The mission of the school is to provide opportunities for students to explore and develop potential for independent functioning and community involvement by addressing students' individual needs and creating a partnership with home, school, and community. Mrs. Ann Poole is the current Washington Center principal. Mrs. Angela Fender served as the School Improvement Council Chairman for 2004-05.

EVALUATIONS BY TEACHERS, STUDENTS, AND PARENTS

	Teachers	Students*	Parents*
Number of surveys returned	27	0	7
Percent satisfied with learning environment	85.2%	N/R	I/S
Percent satisfied with social and physical environment	84.6%	N/R	I/S
Percent satisfied with school-home relations	70.4%	N/R	I/S

*Only students at the highest middle school grade level at this school and their parents were included.